

Grade 4 ELA Curriculum Unit Map
Weeks 1-6 Lesson Seeds
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Also utilize the [Suggested Standards Map for English/Language Arts](#) located in the Literacy Closet &/or the Gheens Website.

Kentucky Core Academic Standards Curriculum Unit
Jefferson County Public Schools English Language Arts

Grade 4 Weeks: 1-6

Unit Title: Thinking, Talking, Reading and Writing about Informational and Literary Texts

Overview: During this unit, students will think, talk and write about literary and informational texts. Students will learn how to analyze informational texts in order to determine the text structure. Students will also learn how to not only determine the main idea of an informational text and the supporting details, but be able to explain how the details support the main idea.

In regards to literary text, students will learn how to preview a text before reading in order to gain important information about the story, begin studying characters in depth, as well as learn to use context clues to determine the meaning of unknown words in real text. Students will also read poetry and talk about theme in poetry.

Focus Standards:

- RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Supporting Standards: RL.4.5; RF.4.4a, 4.4b; W.4.8, 4.9, 4.10; L.4.4a, 4.6; SL.4.1a, 4.1b, 4.1c, 4.2, 4.3

Read Aloud: Harry Potter and the Sorcerer's Stone is the selected read aloud for these six weeks. It is of the fantasy genre. Fantasies include magic and typically there is a struggle between good and evil. In a fantasy, there are supernatural characters living in the real world, realistic characters who enter unreal worlds, and settings that can change back or forward in time. The fantasy genre tends to be the most challenging genre for readers.

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Reading Workshop is the recommended framework for standards-based reading instruction. The workshop framework is a cycle of differentiated support that begins with whole group instruction, narrows to small group and individual instruction based on student need, and concludes with whole group sharing. Assessment and intervention are embedded within the workshop framework.

Classrooms that do not use a workshop framework are expected to implement research-based reading instruction daily. **Research-based reading instruction provides daily opportunities for students to experience:** interactive read aloud, shared reading, whole group mini-lesson, small group instruction, conferring with a teacher, independent reading practice, thinking, talking and writing in response to reading, and closure. Teachers meet with small groups of students on a rotating basis and meet with the lowest achieving students daily. Targeted interventions are provided for students who need more support. Whole group, small group, and individual instruction should be standards-based.

This unit includes multiple lesson seeds. Lesson seeds include objectives, learning targets, sample activities, anchor charts, thinking stems, and formative assessment suggestions. Lesson seeds should be used to build or grow a learning experience, and are for the whole group mini-lesson. A learning experience includes standards, learning targets, materials, formative assessment opportunities, mini-lessons (e.g., teach/model/demonstrate, guided practice), daily work time (e.g., guided reading, focus groups, and/or book clubs) and daily group sharing (reflection and evaluation of the learning). **A learning experience and some lesson seeds are designed to take multiple days.** For example, the mini-lesson might take one or two days, the guided practice would become the mini-lesson for the following day, and possibly extend to the next day. In addition, based on formative assessment, if the majority of students did not understand the mini-lesson concept, seeds may be repeated with different texts or excerpts. If some of the students did not understand the mini-lesson concepts, small group instruction and teacher led conferences are utilized to reteach, reinforce, and support students who need additional help.

Although it may take more than one day to get through one seed, always remind readers of the focused learning target at the end of the daily mini-lesson. Then, send readers off to read on their own with a directive relating to the mini-lesson for their independent reading and writing. After work time, readers are gathered again to discuss and share the strategies and thinking they used while reading and writing and how they might have grown as readers.

Interactive read alouds, as well as on-level shared reading experiences allowing students to see and hear fluent reading of the text, should be included daily in addition to the reading during the mini-lessons. Many seeds revisit texts that have been read in prior experiences of shared reading and/or read alouds.

Word Study should occur daily within the context of reading. The purpose is to promote understanding of how words work and how to use them to effectively communicate ideas. This may occur as the workshop mini-lesson, as a focus group, during guided reading, during read aloud, during content area instruction, or as targeted word work instruction. Students will need the opportunity to apply the learning during authentic reading and writing. At the 4/5 level, Word Study should occur daily within the context of reading. The purpose is to promote understanding of the various ways we use words to effectively communicate ideas as well as how we use knowledge of roots and affixes to comprehend what we read. Writing Standards 1-6 and most Language Standards will be taught during Writing Workshop. However, these standards will reinforce and support the learning within these units.

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Handwriting Instruction – During this six-week unit, students in fourth grade should receive cursive writing instruction on a daily basis as part of their word study and writing times. Appropriate letter and word formations are expected and reinforced as students engage in authentic writing tasks. The JCPS Handwriting Map, which includes a link to resources to support instruction in letter formation, can be found on our website.

Objective: Students will think about their thinking (i.e., making connections, asking, and answering questions) while reading to make sense of key ideas and details in the text.

Lesson Seed #1 – Literary and Informational

Learning Target:

I can think about my thinking as I read. (RL.4.1, 4.10; RI.4.1, 4.10)

Note: This seed is adapted from an experience on metacognition described in Comprehension Connections, by T. McGregor. Good readers monitor their thoughts, or think about their thinking, while reading. No matter the level of readers, time should be spent noticing, naming, and exploring metacognition.

Materials for this lesson include one large bowl labeled “real reading salad,” two small bowls, one labeled “text” and the other “thinking,” small red paper squares that say “text,” small green paper squares that say “thinking,” a challenging adult book you may be currently reading outside of school (i.e., Warriors of God), and a deep thinking picture book. A deep thinking picture book recommended for this seed is Don’t Laugh at Me, by Seskin and Shamblin. The authors are songwriters. The text is actually a song and recorded by music artists, Peter, Paul, and Mary. However, any deep thinking picture book will work for this seed. Copy a few sentences from the text onto the Metacognition ThinkSheet [\(LINK\)](#). Make copies for each student.

Mini-Lesson(s): (RL.4.1; RI.4.1; RL.4.4, 4.10; RI.4.4, 4.10; W.4.8; L.4.6; SL.4.2, 4.3) **This seed may take more than one mini-lesson.** Students are asked to pretend to be the teacher by listening to you read. They will evaluate you as a reader. Begin by telling them how the book you are about to read was recommended by a friend and has several hundred pages and contains many difficult words. Tell them the text is challenging for you but you will do your best as you read the first paragraph. Read the text with expression and at an appropriate rate with no difficulty. Have students turn and talk about what they think of. Have students turn and talk about what they think of your reading. Responses may include how you read smoothly at the right speed, you read all the words correctly, and you used expression.

Let them in on a little secret about yourself when you were in school. Tell them how sometimes you faked your teachers and other people out when you were reading. You always raised your hand to read aloud in school and did an awesome job by reading aloud really hard words and reading very fast. But there was something you weren’t doing. You were not thinking. You were just reading the words. If your teacher would have asked you questions about what you read, you wouldn’t have been able to give thoughtful answers. Explain that fake reading means that you were reading words, but not thinking about what you were reading. It sounded good, but you were not doing any thinking. Ask students if they have ever done fake reading. Explain how they are being metacognitive by thinking about their thinking.

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Explain how you will show them how real reading is like a tossed salad. Introduce the materials and how they will help understand more about real reading. *A tossed salad might be a mixture of lettuce and tomatoes. A “reading” salad is a mixture of text and thinking. Each bowl is filled with cards. The text bowl includes red cards that say “text” (tomatoes). The thinking bowl includes green cards that say “thinking” (lettuce). With your help, we will make a reading salad while enjoying a great book! I am going to show you exactly how real reading works.* Explain how you will point to the text while reading the text and point to your head when you are thinking. Choose one helper to be in charge of the text bowl, and one helper to be in charge of the thinking bowl. One helper puts a red card into the salad bowl each time you point to the text. The other helper puts a green card into the salad bowl each time you point to your head. During your thinking, model making predictions, making connections, and asking and answering questions. Model thinking, reading text, thinking, reading text, and so on. After midway through the book, send helpers back to the group, and have students turn and talk about what they have just seen and what they are thinking.

Guided Practice: (this may occur during the next mini-lesson) *Listen as I continue to read, but this time you will do the thinking.* Drop in a red text card each time you read. Then, call on readers to share what’s going on inside their head. Have each reader drop in a green thinking card as they share their thinking. After reading each page of text, have several readers share their thinking to model how more thinking than reading happens during real reading, so more green cards are being added at a much faster rate. After reading, guide readers to realize how much more green (thinking) there is in the salad than red (text). Discuss how real reading should include much more thinking than reading to understand. Create an anchor chart.

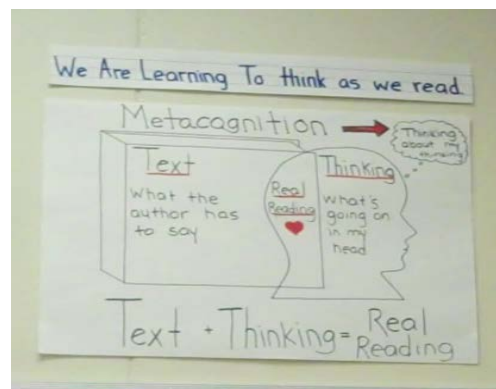
Work Time: Remind readers again of the learning targets. Provide each reader with a Metacognition ThinkSheet. Read the text on the text side together and have each reader draw/write about their own thinking from this text. This independent practice from the mini-lesson should last no more than ten minutes. Then, students transition into other work time activities. Have readers begin to think more about noticing their own thinking as they are reading their own texts at their independent reading level. Have them track their thinking on a post-it note, a ThinkSheet, or reader’s notebook, for evidence of this great thinking by recording the text (and page number if applicable) on one side and their thinking on the other.

While students are working, circulate the room to listen in or confer with them on their reading, or pull small groups to provide focus group instruction for students needing additional support. Guided reading groups are also to be pulled at this time.

Share Time: Have readers share their thinking about the chosen part of the text. Have them share parts from their own texts, their thinking, and how they tracked their thinking.

Sample Thinking Stems/Anchor Chart:

- What am I thinking?
- I’m wondering ...
- I’m noticing ...
- I’m thinking ...
- I’m remembering ...



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Formative Assessment Opportunities:

- Listen in during turn and talk for understanding about reading and thinking.
- Use student writing during independent practice to analyze their thinking about their thinking.
- Check for evidence that students are noticing their thinking during small groups by having readers begin to track their thinking.
- Exit Slip: Have students analyze their post-it notes and reflect on what they notice about themselves as a reader. *What do you notice about your thinking when reading? How does thinking help you understand what you are reading? What are your next steps as a reader?*

Objective: Students will listen for, identify and record interesting language when being read to and when reading independently.

Lesson Seed #2 – Literary

Learning Targets:

I can listen for interesting language during read aloud. (RL.4.4)

I can identify and record interesting language while reading independently. (RL.4.4)

Note: Ideas for interactive read aloud lessons have been included in many of the lesson seeds. The read aloud should occur prior to the mini-lesson. This will allow you to revisit these texts, or parts of these texts, during the mini-lesson. During the interactive read aloud you will model deep thinking, fluent reading, and how to have conversations about books. You will also expose students to complex texts that they may not be able to read independently.

Building students' vocabulary begins with students becoming aware of the words around them and noticing words and phrases they find interesting. When students begin paying attention to language and the word choice of authors, they will begin to use this language in their own writing. The purpose of this seed is to build word-consciousness in the classroom through making students aware and excited about language. This is only the beginning to building students vocabulary.

Interactive Read Aloud: Before reading the text, think about the routines and procedures you want in place for read aloud time. Pair students with a reading partner so that during read aloud students are able to turn and talk about the text. This allows students to construct meaning from the text. This partnership should stay the same for the entire read aloud book. Before beginning the read aloud, select a student to model how to turn and talk during the read aloud. Model how partners should face each other and look each other in the eye while demonstrating appropriate body language. Start an anchor chart labeled "Effective Listening" and "Effective Speaking" and add to as appropriate.

Choose a picture book with interesting language such as *I'm in Charge of Celebrations*, by Byrd Baylor. Select specific parts in the text where students are invited to turn and discuss the book. For example, after reading the first two pages of text say: *Turn and talk to your partner about how the narrator seems to feel about being alone in the desert. Refer to the text to support your thinking.* Allow students to share their thinking. You will want to choose other stopping points for partner talk and sharing. While students are sharing provide language support and offer feedback. It is not necessary to read the entire book during this interactive read aloud. You may choose to revisit it during another read aloud for another purpose.

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Mini-Lesson: (RL.4.4, 4.5, 4.10; RF.4.4a, 4. 4b; L.4.4, 4.6; W.4.8, W.4.10; SL.4.1a, 4.1b, 4.1c) **This seed is intended to span more than one mini-lesson.** Reread the first two pages of I'm in Charge of Celebrations. Think aloud about the interesting language the author used and point out words and phrases that you find interesting. *Wow! I love the words used to describe the setting: deep ravines, hawk nests, cliffs! I can really visualize what it looks like where the narrator lives.* Continue to read a few more pages, pausing to think aloud interesting words and phrases.

Tell students that you are going to reread a few more pages as they listen for words or phrases that they find interesting. Have students share and chart their responses. Ask students to explain why they chose a particular word or phrase. *Do you like the way the word sounds? Is it unusual? Does it help to paint a picture in your mind?* At this point students may not be able to explain why they find the word(s) interesting. By continuing to model and think aloud about interesting language student's explanations will become more sophisticated. Eventually you will want students to explain why they find the language interesting and how the language helps them as readers.

Guided Practice: (this may occur during the next mini-lesson). Provide students with a copy of either a familiar poem or the last few pages of I'm in Charge of Celebrations. Tell students that they are going to work with their partner to reread the poem or the pages from the book. Begin with each person taking turns reading the text. Then, have each student underline 2-3 words and/or phrases they find interesting. Have partners form groups of four to discuss the language they found interesting and why they found it interesting. Write the following questions on chart paper to help guide their thinking: *Which words or phrases did you find interesting? Why did you find it interesting? Why do you think the author chose to use that word/phrase?* As students are working in their small groups listen to students' conversations. Briefly bring students back together and select a few students to share with the whole class.

Work Time: Remind students of the learning targets. While reading books at their independent level, have students record either on sticky notes or in their reading notebooks language they find interesting.

While students are working, circulate the room listening to their reading, or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time to pull guided reading groups.

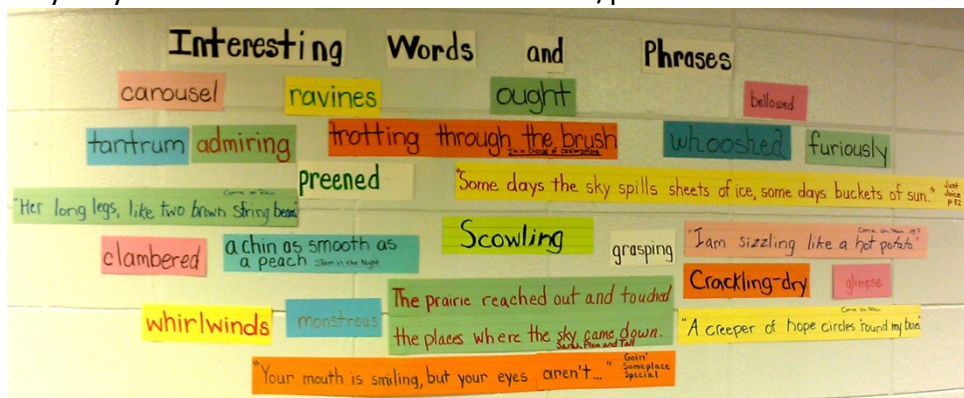
Share: Before bringing students back together, ask them to select one word or phrase they found interesting and be ready to share their thinking. For this share time you could either have students turn and share with a partner or randomly choose 3-4 students to share their thinking. Continue to ask students why they found the language interesting. After share time, provide students with a sentence strip to record the word or phrase they chose. Post student's words on the wall (see anchor chart on next page). These words and phrases will be used in the next seed.

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Thinking Stems/Anchor Chart:

- What words/phrases did you find interesting? Why?
- Which words or groups of words seem powerful and why?
- Why do you think the author chose that word/phrase?



Formative Assessment Opportunities:

- Collect and analyze students' work from the guided practice portion. Are they able to identify interesting language?
- Listen to students' conversations. Are students able to explain why they chose a particular word/phrase?
- Exit Slip: Have students choose one interesting word or phrase and explain why they chose it.

Objective: Students will read poetry and determine the themes of different poems.

Lesson Seed #3-Literary

Learning Target:

I can determine the theme of a poem. (RL.4.2)

Note: Prior to completing this lesson seed, you may choose to have read aloud the poem for other purposes (e.g., listening to and enjoying the rhythm and rhyme, exploring the vocabulary, exploring the basics of poetry structure). The poem, *Music* ([LINK](#)), is being used in this seed, because the theme is more directly stated within the text.

RL.4.2 asks students to determine the theme of a story, drama or poem. This seed focuses on determining the theme of a poem. The same process could be followed with stories and dramas.

Theme is what we learn from a story, themes are inferred, and themes are about the "big world." It might be helpful to look at the progressions to see how Standard 2 is treated up to this point.

Interactive Read Aloud: (must occur prior to the mini-lesson) Provide students with a copy of *Music*. Read the poem aloud to students, stopping after the first stanza. Think aloud about the meaning of the first stanza. For example, you may want to talk about how you wonder if the author is talking about music made by instruments, or if the author is talking about music made by other things around us. Introduce one of the conversation prompts ([LINK](#)) and ask students to turn and talk to their partner. Remind students to refer to the text in conversation. Continue reading the poem aloud, stopping as you choose to discuss the content of the poem.

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Mini-Lesson(s): (RL.4.2, RL.4.1, 4.10; SL.4.1b; W.4.9, 4.10; L.4.6) Tell students they are going to work toward determining the theme (a lesson that can be applied beyond the page/pages of a text) of the poem, *Music*. Post the question: What does the author want us to know about music? Tell students you are going to reread the first stanza and you want them to decide on one line that helps them answer the question. Model the process and ask students to supply the thinking behind their decision.

Guided Practice: (this may occur during the next mini-lesson) Tell students they are going to finish reading the poem with a partner. They are going to highlight no more than 2-3 lines from the rest of the poem that help them answer the posted question. After doing this work, students will be ready to think more about the theme. As you confer with partner groups, ask “What does the author want us to know about music in this stanza? How does the author feel about _____? How do you know? Should you highlight any of these lines?”

Have partners form groups of four to answer the following questions (chart if needed): What is a theme of this poem? How do you know? Encourage students to put the theme in their own words, if they can. Have groups share and discuss the similarities and differences in their responses. The theme statements can/should differ, but each group should supply sufficient support and reasoning for their statement. [Possible themes: “Music’s all around us” (stated directly); We can hear music in anything, if we stop and listen; There is music in ordinary things, like the voices of children, if we want to hear it.] Reflect with students on how looking closely at specific lines in the poem helped them to determine the theme.

Work Time: Send students off to work time with a directive to continue looking for the theme in their literary reading today. Remind them that the theme may or may not be directly stated in the text. Provide students with access to multiple poetry samples from which to choose during independent reading time. Students should keep track of their thinking by using post-it notes or recording in their reader’s notebooks. Students should also have the opportunity during this time to read texts on their independent reading level.

While students are working, circulate the room listening to their reading, or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time to pull a guided reading group.

Share: Bring students back together. *Does anyone have a theme you would like to share from your reading today? How did you determine the theme? Was it stated directly or did you have to infer from the author’s clues?*

Thinking Stems/Anchor Chart:

- What does the author want you to “walk away with” after you no longer have this text (poem/book/drama) in front of you?

Formative Assessment Opportunities:

- If students are struggling to narrow their focus during guided or independent practice, have them complete the following statement: The author wants us to know that _____.
- Exit Slip: Explain how you determined the theme of one of the poems you read today.

Objective: Students will preview text in order to gather important information about the plot and characters in that story.

Lesson Seed #4 – Literary

Learning Target:

I can preview a text to gain important information about that text. (RL.4.10)

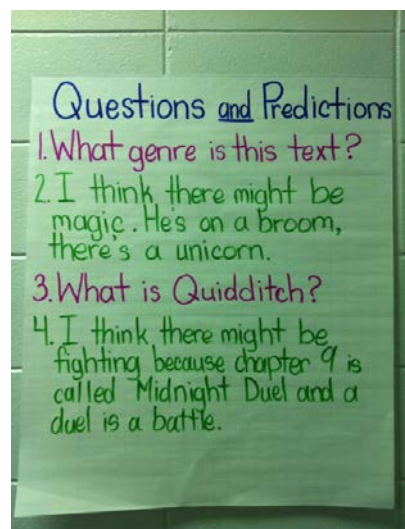
Note: During this seed, students will record questions and make predictions based on the previewing of a text they are going to read. As you begin reading aloud to the class, you may choose to have them focus on some of the questions they created or predictions they made.

Interactive Read Aloud: (must occur prior to mini-lesson) There is no interactive read aloud because the mini-lesson is focused on previewing the book that will be used as the read aloud for these six weeks.

Mini-Lesson(s): (RL.4.10, W.4.8; SL.4.1b; L.4.6) The purpose of today's mini-lesson is to model how to preview a text before reading to gather information about the plot. You will want to provide each student a "preview packet" with copies of the front cover, the back cover, the inside jackets (if using hardback book), the table of contents and the first page of Harry Potter and the Sorcerer's Stone.

Begin by asking students "What can you do before you start a book to help you understand what you will be reading?" Explain to students that good readers take time to preview a book before reading it in order to gain information about the plot, characters, and setting. It is also a time to make predictions and formulate questions that can be revisited while reading.

Focus the think aloud on the front cover. *As I look at the front cover of Harry Potter and the Sorcerer's Stone, I am interested in the illustration. I see a boy, maybe Harry, on a broom and he is wearing a cape. He appears to be trying to catch something. Is that a ball with wings? Hmm...in the background looks to be a unicorn, as well as a castle. All of these things make me wonder what genre this text is. I think I will record that on our chart.* Record on the anchor chart, "What genre is this text?" Encourage students to write and/or highlight on their copies while you model for them. This will prepare them for their work time activity. Ask students to come up with other questions and/or predictions based on the front cover only. As students make predictions, begin asking them "What makes you think that?" Students may record in their reader's notebooks while you record on the chart.



(sample questions and predictions)

Guided Practice: (this may occur during the next mini-lesson) Students will continue previewing the text using the materials you provided to them. Encourage students to record in their reader's notebooks any questions and/or predictions they have as they preview the materials. Remind them and provide support for them as they make predictions to include what made them think what they thought. Why did they make certain predictions? What did they see during the previewing that made them ask the questions they asked?

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Work Time: Students will practice previewing one of their independent reading texts. Remind them to look at the front cover, back cover, table of contents, first page, etc. in order to gather information about the plot and characters in the text. They can record in their reader's notebooks any questions they have or predictions they make about the text they are reading. As students continue to read their independent texts, they can focus on the questions and predictions as they read.

While students are working, circulate the room listening to their reading, or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time to pull a guided reading group.

Share: Bring students back together to share the process they followed with their independent texts. *What questions did you gather about the text? Who made predictions as they previewed their independent text?*

Thinking Stems/Anchor Chart:

- What questions can we ask based on the front cover? The back cover? The table of contents?
- What predictions might we make based on the front cover? The back cover? The table of contents?
- What in the text made you predict that?

Formative Assessment:

- Analyze students' notebooks to see whether or not they have asked relevant questions and made reasonable predictions. Based on your analysis, some students may need additional support previewing texts.
- Exit slip: Explain the importance of previewing a text before reading it.

Objective: Students will keep track of multiple characters in a story in order to understand characters and how they exist within that story.

Lesson Seed #5 – Literary

Learning Target:

I can keep track of multiple characters as I read. (RL.4.10)

Note: Many books in the 4/5 grade band require the reader to keep track of multiple characters. Some characters are introduced at the beginning of the book, but do not become important until the end of the story. The reader's notebook is a tool a reader can use to track characters and hold their thinking about settings, plots, themes, and thoughts they may want to explore during conversations or writing. There is so much information coming at readers early on in a book that they need to slow down and pay attention.

The intentionally planned read aloud provides opportunities for you to model how a reader may choose to use a notebook to hold their thinking. The read aloud also provides opportunities for readers to learn to have conversations about texts.

Interactive Read Aloud: (must occur prior to mini-lesson) Read aloud chapter one of Harry Potter and the Sorcerer's Stone by J.K. Rowling. For the purposes of the subsequent seed, you should not provide the students with a lot of information before beginning to read the book. You will want to provide students the opportunity to turn and talk with their partner, using one of the conversation prompts to guide discussion. (LINK) These conversation prompts should be taught and practiced intentionally.

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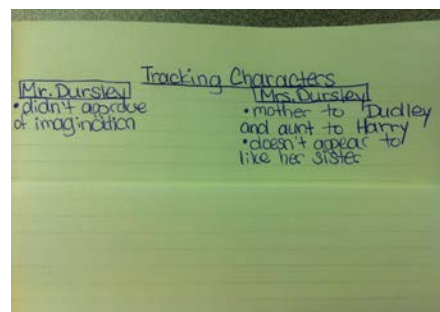
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When appropriate, you will introduce new conversation prompts. You may also choose to revisit the questions and predictions they created during seed #4.

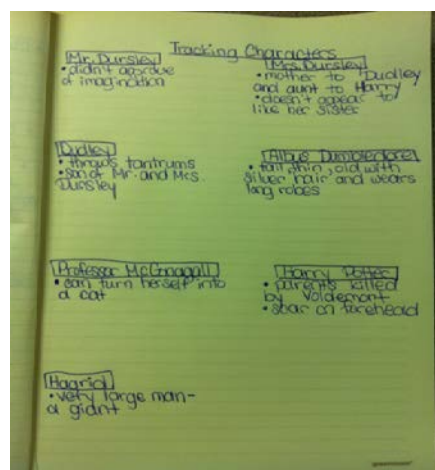
Even though the mini-lesson focuses on the first pages of the book, you will want to keep reading forward daily during read aloud. You may actually read chapter 2 or 3 during read aloud on the same day you revisit a section of chapter one during your mini-lesson. Your read aloud will not always support your reading mini-lesson. You may read aloud an informational text that supports your science or social studies content. The purpose of read aloud is to model fluent reading and deep thinking while teaching students to have conversations about texts.

Mini-Lesson: (RL.4.3, RL.4.1, 4.2, 4.10; L.4.6; W.4.8; SL.4.1b) Tell students that the beginning of a book is very important because the author is introducing the main characters to the reader and helping the reader get to know the characters well enough to understand the emotions involved in the problems they will face.

Reread the first seven pages of Harry Potter and the Sorcerer's Stone and model keeping track of the characters. Lucy Calkins suggests using boxes and bullets as an organizer. Lesson seed #8 used the "box and bullets" strategy as well. Model writing the characters' names in a box and bulleting a few notes about each. You will want to model thinking and writing about each character's traits, motivations, feelings, and interactions with others.



Guided Practice: (this may occur during the next mini-lesson)
Continue rereading chapter 1 as students keep track of characters and add to their notes on characters they have already recorded in their reader's notebook. Keeping track of characters should continue throughout the book.



Work Time: Have students reread (or read) the first chapter of their independent reading book and keep track of characters in their reader's notebook.

While students are working, circulate the room listening to their reading, or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time to pull a guided reading group.

Share: Bring the class back together as a whole group. Restate the learning target and ask a couple of students to share how rereading and tracking characters helped them organize their thinking about the book.

Thinking Stems/Anchor Chart:

- Who are the characters that are introduced in the beginning of your book?
- What do you know about the characters?
- Who is telling the story? How do you know?

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Formative Assessment Opportunities:

- During guided practice, observe students as they are identifying characters and listing important details about those characters. Note students who may be having trouble. You will want to pull these students for additional support during a focus group during work time.
- During work time, confer with students while they are reading their independent books and make notes about their reading. What are their strengths? What do they need help with and how can you support their efforts? Begin to plan for whole group and small group instruction based on what you learn from your readers.
- Review students' reader's notebooks. Students should have a few jottings about each character introduced at the beginning of their books. Many students will record physical features of characters; some will begin to list a couple of traits or even how the character feels.

Objective: Students will use context clues to determine the meaning of unknown words in text.

Lesson Seed #6 – Literary

Learning Targets:

I can determine the meaning of an unknown word in text using context clues. (RL.4.4)

I can recognize when the context of a text does not give me enough information to determine the meaning of an unknown word. (RL.4.4)

Note: Complete this lesson after reading chapter 2 of Harry Potter and the Sorcerer's Stone. This seed focuses on teaching students to effectively use context clues to determine the meaning of unknown words. It is important for students to understand that context clues will not always allow them to determine the meaning of an unknown word. However, it is the first step they can use to determine the meaning of an unknown word. The next step is using word morphology, or word parts, to determine the meaning of unknown words.

Interactive Read Aloud: (must occur prior to the mini-lesson) Read aloud chapter 2. Continue to track characters and jot your thoughts about the characters as you read and have students do the same work in their reader's notebook. Help students notice that you may not keep track of every character mentioned in the book because you may not think they will be important to the story.

After reading the first few pages of the chapter, stop and have students quickly jot any new information they have learned about the characters, setting, or plot. After jotting, have students turn and talk about their thinking. Right now, jotting is a way for students to "hold" their thinking and mentally plan for a conversation. After one student shares his/her thinking, the other student must respond using one of the conversation prompts. Listen as they talk. Many students will agree with their partner, because it is easier to do so. If you hear someone disagree and explain why, ask them to recreate their conversation for the class. Remember, this read aloud is about learning to carry on a conversation about ideas in a book. We do not want each student reading from their reader's notebook and then their partner doing the same. Depending on the needs of your students, you may need to model how to use the conversation prompts or provide more practice. Continue reading aloud chapter 2, stopping to allow students to jot their thinking and have conversations about the text.

Mini-Lesson(s): (RL.4.4; L.4.4a, 4.6; W.4.8) **This seed is intended to span more than one mini-lesson.** *We are going to revisit parts of Harry Potter and the Sorcerer's Stone and use strategies to determine the meaning of unknown words using clues from the text. When we read we can sometimes figure out the meaning of a word we don't know by using clues in the text. There are several different types of*

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clues that the author might give a reader in the sentence or sentences around a word. The author may define the word, or give you an example. The author may use a synonym or antonym in the sentence or selection that the reader can use to determine meaning. Often, the author provides several clues to the word's meaning in the sentence or selection that the reader can use to infer the meaning of a word. Sometimes, there is not enough information to determine the exact meaning of an unknown word.

Strategy for using context clues to determine meaning: **Think. Decide. Think. Decide.**

Reread sentence or selection.

1. **Think.** What is the sentence or group of sentences about?
2. **Decide.** Is there enough information to help me determine the meaning of the tricky word?
3. **Think.** What are the clues in the story that can help me figure out the tricky word?
4. **Decide.** What do I think this word means? Does that make sense?

You will want to make sure students have access to the excerpts from Harry Potter and the Sorcerer's Stone. We want to determine the meaning of **appearance**. Read excerpt from p. 20. Have students turn and talk to use the strategy **Think. Decide. Think. Decide.**

Think. What is the excerpt about? (Describes Harry.)

Decide/Think. Is there enough information to help me determine the meaning of the word **appearance**? ('The only thing Harry liked about his own **appearance**') We may be able to infer the meaning of **appearance** if we think about what this paragraph has been talking about. It gives us lots of information about how Harry looks. And the author tells us, "The only thing Harry liked about his own **appearance** was a very thin scar on his forehead that was shaped like a bolt of lightning." This tells us more about how Harry looks.

Decide. What does **appearance** mean? (the way someone looks).

Let's practice. We want to determine the meaning of the word **tantrum**. Read the excerpt from Harry Potter, (p.21). Have students turn and talk using the strategy **Think. Decide. Think. Decide.**

Think. What is the excerpt about? (Dudley counting his birthday presents.) What is happening? (Dudley is not happy that he has fewer presents than his last birthday.) What is the author trying to show us? (Dudley is not happy.)

Decide/Think. Is there enough information to help me determine the meaning of the word **tantrum**? (Dudley is going red in the face. Harry ate his breakfast fast in case Dudley turned the table over.)

Decide. What does **tantrum** mean? (throw a fit; to be very upset and act out in some way)

Guided Practice: (may occur during the next mini-lesson) Tell students that they are going to work in partners to determine the meaning of unknown words in Harry Potter and the Sorcerer's Stone. Give different groups different words and have them use the strategy to determine the meaning of the word. Students jot down the word and what they think it means on a post-it note to share.

p.23 **wailed**

p.24 **revolting**

p.24 **sheared**

p. 25 **hoodlums**

p.28 **specimen**

Work Time: Send students off to work time with a directive to continue to use strategies for determining the meaning of unknown words in their reading today. Students may want to record a word in their reader's notebook and share how they determined the meaning of a word. Students should continue reading their chapter book and may continue to track characters from their independent reading book.

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While students are working, circulate the room listening to their reading, or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time to pull a guided reading group.

Share: Bring students back together. *Does anyone have any words from their reading today they would like to share? How did you determine the meaning of tricky words? Are there words that you couldn't figure out the meaning using clues from the text? If so, does knowing the meaning of the word affect understanding of the story?*

Thinking Stems/Anchor Chart:

Think – Decide – Think – Decide
1. Think. What is the sentence or group of sentences about?
2. Decide. Is there enough information to help me determine the meaning of the tricky word?
3. Think. What are the clues in the story that can help me figure out the tricky word?
4. Decide. What do I think this word means? Does that make sense?

Formative Assessment Opportunities:

- Note children during share time who can successfully explain how they determined the meaning of tricky words in their reading.
- Analyze reader's notebooks. Have students practiced the strategy with words from their independent reading? Are students able to show a level of understanding in regards to the strategy?

Objective: Student will analyze character's thoughts and words in order to describe the character in depth.

Lesson Seed #7 – Literary

Learning Target:

I can describe a character based on his/her thoughts and words. (RL.4.3)

Notes: RL.4.3 asks students to describe in depth characters, settings or events in stories or dramas. (LINK to support docs) In order to describe a character in depth, the reader must have a deep understanding of the character. This lesson seed will begin to look deeper at characters. You will find attached resources that will further support character analysis. Weeks 7-12 will go into settings, as well as events.

Interactive Read-Aloud: (must occur prior to the mini-lesson) Read aloud chapter 3 of Harry Potter and the Sorcerer's Stone. Stop and encourage conversation through turn and talk at times, or choose to have students continue to add to their character tracking in their reader's notebooks. You may also choose to revisit the questions and predictions they created during seed #4.

Mini-Lesson: (RL.4.3, RL.4.1; W.4.8; L.4.6; SL.4.1b) Tell students that you are going to begin looking deeply at characters in order to understand characters better. Explain to students that readers analyze characters' thoughts and words in order to understand and know characters better. In future mini-lessons, you will want to address characters' actions and feelings. A character's thoughts, words, actions and feelings help readers get to know and better understand a character.

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Begin an anchor chart titled “Strategies Readers Use to Understand Characters.” The first strategy recorded will be “We pay attention to the thoughts and words of characters.” This chart will be added to as you introduce other strategies readers use to understand characters.

Revisit chapter 3 of Harry Potter and the Sorcerer’s Stone. Introduce the chart for recording Characters’ Thoughts, Words, Actions and Feelings. **(LINK)** Explain to students that as you read a short portion you are going to focus on Harry’s thoughts and words. As you read, record information about Harry’s thoughts and words on the sheet. Project for students to see.

Guided Practice: (may occur during the next mini-lesson) Provide students with another portion of chapter 3. They may work in pairs or in groups to continue working on the chart, focusing on another character’s (perhaps Mr. Dursley’s) thoughts and words. As students work, circulate the room and support groups. You may ask, *What is the character thinking here? What is the character saying? What in the text makes you say that?*

Work Time: During work time, you may choose to provide students with yet another portion of chapter 3 so they may continue to practice looking at character’s thoughts and words. You may also choose to ask students to practice this strategy while reading their independent reading materials. While students are working, you will want to either circulate the room, listening to their reading or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time to pull a guided reading group.

Share: Bring students back together in order for them to share the work they have done focusing on a character’s thoughts and words in order to understand characters better.

Thinking Stems/Anchor Charts:

- What is the character thinking here?
- What is the character saying?
- What in the text makes you say that?

Formative Assessment Opportunities:

- Collect character analysis charts from students’ reader’s notebooks. Are students able to identify important thoughts and words that help to describe the character? Are students providing details from the text?

Objective: Students will determine the main idea of an informational text and explain how the main idea is supported by key details.

Lesson Seed #8-Informational

Learning Target:

I can determine the main idea of a text and key supporting details. (RI.4.2)

Note: RI.4.2 asks students to not only look at main idea and supporting details, but also to summarize informational texts. This seed will focus on determining main idea and supporting details. This seed introduces the “box-and-bullets” strategy of organizing the main idea and supporting details of an informational text. The next seed will focus on explaining how the key details support the main idea. Summarization will be a focus in weeks 7-12.

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The article chosen for this seed is an expository informational text in order to allow students to get comfortable with determining main idea. Expository texts include text features that enable students to quickly determine main idea and supporting details. You will want to move toward longer selections and sections of books. In longer selections, there may be different main ideas that connect to create the overarching main idea. You will also want to move toward narrative texts.

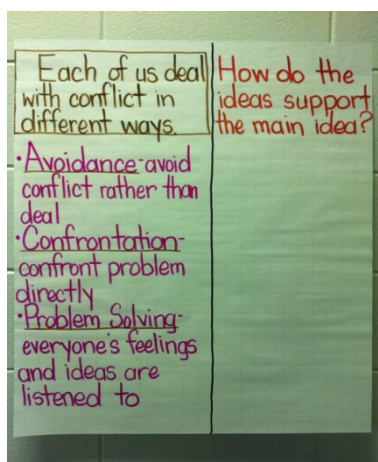
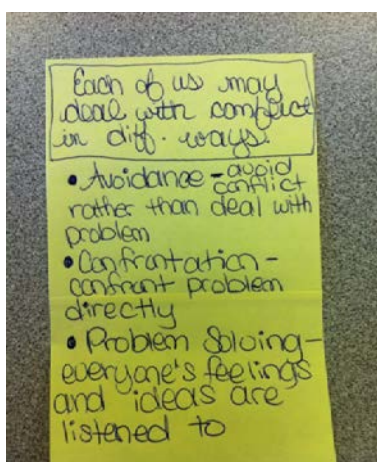
Interactive Read Aloud: (must occur prior to the mini-lesson) You may continue to read aloud Harry Potter and the Sorcerer's Stone or any informational text. Continue to provide students the opportunity to turn and talk, using the conversation prompts to facilitate conversation. You may also choose to revisit the questions and predictions they created during seed #4.

Mini-Lesson(s): (RI.4.2, RI.4.1; SL.4.1b; W.4.9, 4.10; L.4.6) You will be using "You Have a Choice" (p.18, 4-5 Toolkit Texts). Read the passage aloud once to students. After reading the text once aloud, explain to students that today you are going to show them how readers determine the main idea of a text and which details support the main idea. Explain that the main idea is what the passage or text is mostly about. Supporting details are the specific details located in the text that connect to and support the main idea.

Revisit the first paragraph, stopping to think aloud about the main idea (...each of us may deal with conflict in different ways). The main idea of this article is stated in the first paragraph, which is not always the case.

As you determine the main idea of the first paragraph, record it on a post-it note. Put a box around it. This is the "box" of the "box-and-bullets" strategy. You should project the post-it note using the document camera so students can see. You may choose to record the information on a chart instead to ensure access to all students. Create the anchor chart to be two-columned (see below) so that you can use the chart again for the next seed.

Point out the text features. They provide a clue to where the reader may find supporting key details. This article is organized with each of the three supporting details being listed as headings. List these on the post-it notes as the "bullets" on the "box-and-bullets" chart.



Guided practice: (may occur during the next mini-lesson) Provide students with another short informational text. You may choose to use "Shark!" (p. 68, 4-5 Toolkit Texts). Students can work in pairs to read the article and determine the main idea and key supporting details. Provide students with

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chart paper so they can create a “box-and-bullets” organizer. As students work, rotate through the pairs and support as needed. You may support their thinking by asking “What is the one big thing (main idea) that this text is teaching and which details in the text connect with the main idea?” Make note of students who are having difficulty. These students will need additional practice in a small group setting.

Work Time: Remind students that today as they read informational text independently, they should practice the “box-and-bullets” strategy for determining main idea and supporting key details. They can record the “box-and-bullets” in their reader’s notebooks. Students should also have the opportunity to read literary text on their independent reading level.

While students are working, circulate the room listening to their reading, or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time to pull a guided reading group.

Share: Bring students back together and allow them to discuss the following questions: How do you feel about the “box-and-bullets” strategy? What did you have difficulty with today?

Thinking Stems/Anchor Charts:

- What is the one big thing (main idea) this text is teaching and which details in the text connect with the main idea?
- What is this text mostly about?
- What details in the text support the main idea?

Formative Assessment Opportunities:

- During guided practice, as students work together to create a box-and bullet organizer, are students identifying the main idea and supporting details?
- Analyze reader’s notebooks. Do responses reflect understanding of main idea and supporting details?
- Exit Slip: Explain how you determined the main idea of “Shark!” (or other informational text you used during guided practice).

Lesson Seed #9-Informational

Learning Target:

I can explain how key details support the main idea of an informational text. (RI.4.2)

Note: This seed is intended to follow the previous seed in which students learn how to determine the main idea and key supporting details. If you have not yet explicitly taught your students how to determine the main idea and key supporting details, then you will want to do so before continuing with this seed.

Interactive Read Aloud: (must occur prior to the mini-lesson) You may continue to read aloud Harry Potter and the Sorcerer’s Stone or any informational text. Continue to provide students the opportunity to turn and talk, using the conversation prompts to facilitate conversation. You may also choose to revisit the questions and predictions they created during seed #4.

Mini-Lesson(s): (RI.4.2, RI.4.1, 4.10; SL.4.1b; W.4.9, 4.10; L.4.6) Explain that you are going to continue working with the article “You Have a Choice.” The focus for this mini-lesson will be to think about how the details support the main idea of the article.

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Revisit the anchor chart you made in the previous seed. Be sure to provide access to the article for students. Focus your think aloud on how the details listed support the main idea. Students will need to hear your thinking. For example, you may think aloud about how the first detail listed, avoidance, supports the main idea “each of us deal with conflict in different ways” because avoidance is one way people deal with conflict. Some people choose to pretend the problem doesn’t exist. This detail supports the main idea because it is one way of dealing with conflict. Record your thinking on the chart.

Continue to think aloud for the remainder of the supporting details. Emphasize how the ideas support the main idea. Remember, the standard asks readers to explain how the main idea is supported by key details. One thing to note is that all three of the supporting details in this article support the main idea in the same way – they are all different ways people deal with conflict.

Guided practice: (which may occur during the next mini-lesson) Students will revisit the article they worked on in the previous seed. You may have chosen “Shark!” for them to read and determine the main idea and supporting details. Students will follow the same process you modeled with their article. You may support their thinking by asking, “How do all these details connect with the main idea you determined?” Make note of pairs having difficulty with the process.

Work Time: Send students off to work time with a directive to revisit the “box-and-bullets” they have from their previous work time. Encourage students to work today to explain how the details support the main idea. Students should keep track of their thinking in their reader’s notebooks. Students should also have the opportunity during this time to read texts on their independent reading level.

While students are working, circulate the room listening to their reading, or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time to pull a guided reading group.

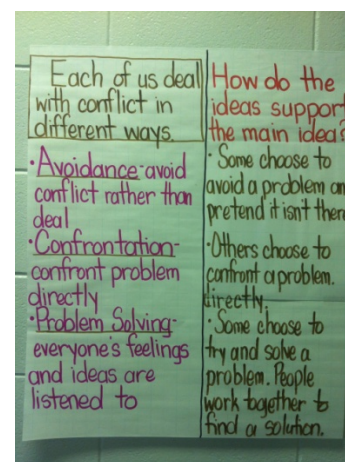
Share: Bring students back together. *How do the details support the main idea you previously determined?*

Thinking Stems/Anchor Chart:

- How do all of these details connect with the main idea you determined?

Formative Assessment Opportunities:

- Analyze students’ charts from guided practice, as well as reader’s notebook responses from their work time. Make decisions for instructional next steps based on how well students were able to explain how supporting details support main idea. You may need to repeat this process with the whole class using different informational texts. You may find that you need to address this in small groups.



Objective: Students will describe the overall structure of an informational text, as well as the structure of different parts of an informational text.

Lesson Seed #10-Informational

Learning Target:

I can identify the overall structure of an informational text. (RI.4.5)

Note: RI.4.5 asks students to describe the overall structure of an informational text. The overall structure refers to how the text is organized. First, students need to be able to identify the overall structure of an informational text. This seed is an introductory seed that can be repeated and the anchor chart should be kept visible for students throughout the year. ([LINK](#) to Text Organization/Structure document for teacher information.)

Interactive Read Aloud: (must occur prior to the mini-lesson) You may continue to read aloud Harry Potter and the Sorcerer's Stone or any informational text. Continue to provide students the opportunity to turn and talk, using the conversation prompts to facilitate conversation. You may also choose to revisit the questions and predictions they created during seed #4.

Mini-Lesson(s): (RI.4.5, RI.4.10; SL.4.1b, 4.2) **This seed is intended to span over multiple mini-lessons.** Explain to students that today you are going to look at how text is organized, or text structure. With students, prepare an anchor chart with different text structures and a few characteristics of each. Together with students, identify examples of each text structure and post on chart (see first anchor chart on next page). This will be largely teacher-led due to the fact that students will not have had previous instruction on text structure. CQ articles provide an example of each text structure. See list of suggested CQ articles to use. ([LINK](#))

Work Time: Place text examples out on the tables in your classroom. Be sure to include many different examples of text structures. The classroom library has plenty of informational texts, as well as the Toolkit Texts and Comprehension Quarterlies. You may choose to pull some of the articles you used during the first two seeds on main idea (familiar texts). Have students work together to determine the structure of the text, using the anchor chart to support them.

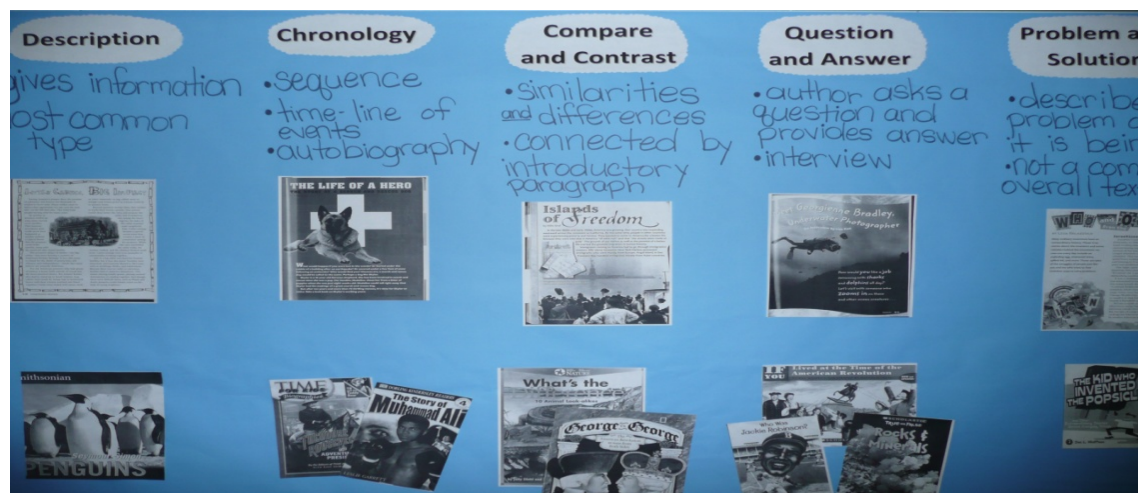
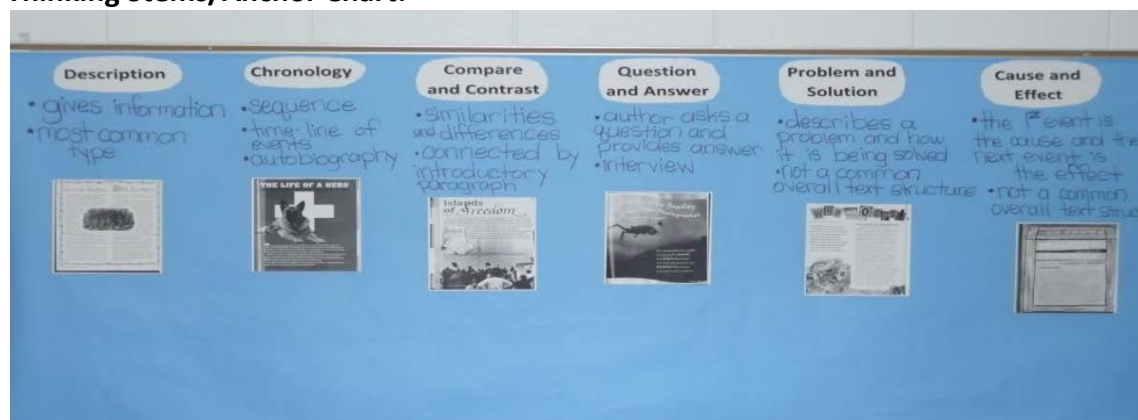
While students are working, circulate the room listening to their reading, or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time to pull a guided reading group.

Share: Bring students back together to share their ideas and clear up any misunderstandings. As you read informational texts throughout the year, identify the overall structure and post a copy of the article or cover of the book on the chart (see second anchor chart below).

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Thinking Stems/Anchor Chart:



Formative Assessment Opportunities:

- Listen as students work on identifying text organizations.
- Take notes during share time of which students appear to have struggled with identifying the structures.
- Exit Slip: Choose one of the texts and explain why you labeled it as _____ text structure.

Lesson Seed #11 - Informational

Learning Target:

I can describe the overall structure of a text or part of a text. (RI.4.5)

Note: RI.4.5 asks students to describe not only the overall structure of a text, but also the structure of parts of a text. You will want to choose texts that have different text structures to allow students to practice looking at more than just overall text structure.

Interactive Read Aloud: (must occur prior to the mini-lesson) Read aloud the text that is going to be used during the mini-lesson. For this seed, that text is "Islands of Freedom" (4th grade CQ, volume 1). Encourage student conversation by allowing times to turn and talk about the passage. You might give them a thinking stem to respond to with their partner, or you may choose to give them a conversation prompt to drive conversation.

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Mini-Lesson(s): (RI.4.5, RI.4.1, 4.10; SL.4.1b; W.4.8) **This seed is intended to span more than one mini-lesson.** You may find that you need to repeat this with different texts of different organizational structures. Using “Island of Freedom” (4th grade CQ, volume 1), read aloud the Ellis Island section. After reading, refer to your previously made Text Organizational Structures chart. Think aloud about how the author is giving the reader information about Ellis Island and what it was like as an immigrant to go through there. The author must feel it is important to give a thorough description of Ellis Island to help the reader understand what it was like. Think aloud about why the author chose to organize this writing as description. Record your thinking on an anchor chart.

Direct students’ attention to the next page about Angel Island. Students will read this section with a partner (stopping on page C8 before the last paragraph on the page) and talk about why the author chose to write this as description as well. *What was the author’s purpose for describing the process of going through Angel Island?* Students will record their thinking in their reader’s notebooks.

****** Before moving to the next part, have students create a Venn diagram flip chart (see example below). After making the flip chart, they will need to attach it to a sheet of paper, leaving space at the bottom for their thinking.

Direct students’ attention to the first page of “Islands of Freedom” and read aloud the page. Think aloud about how the author is making a point of telling the reader that immigrants coming to America went through immigration stations called Ellis Island and Angel Island. Now look at the last paragraph of the passage on page C8. Read it aloud, pointing out the comparisons that are made between the two immigration stations. Record on a large Venn diagram for students to see. Have students record on their flip chart.

Refer to the previously made anchor chart of different organizational text structures. Look now at Compare/Contrast. Think aloud about how the passage as a whole seems to fit into the Compare/Contrast text structure. There is an introductory paragraph at the beginning that connects the information. There is also the paragraph at the end that connects the information.

For guided practice, which may occur during the next mini-lesson, students will continue to record information on their Venn diagram flip chart, this time working together to take the important information from each section (Ellis Island, Angel Island) to look at the differences between the two. This will help support that the passage fits into Compare/Contrast. Support students as they work to determine the overall text structure as Compare/Contrast. Ask one pair to share their thinking with the class at the end.

Work Time: At the bottom of the flip chart students will craft a written response to this question: “Why did the author choose to organize the information in this passage as compare and contrast?” This can be used as a formative assessment to guide the next day’s instruction.

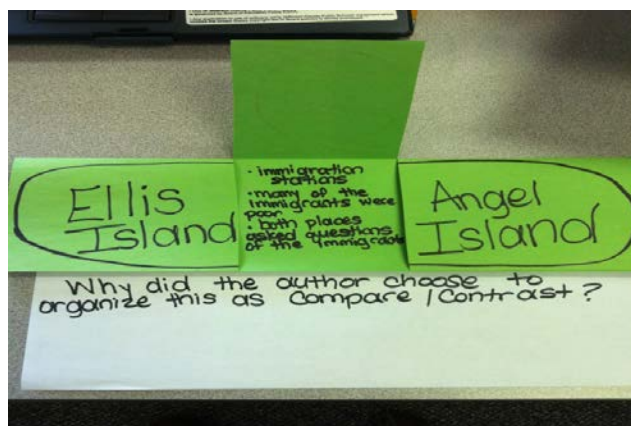
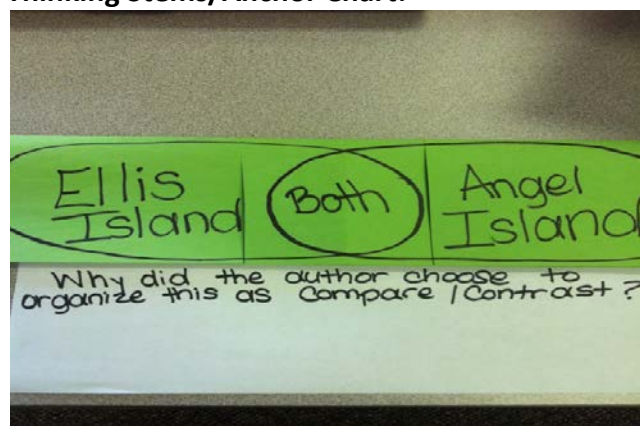
While students are working, circulate the room listening to their reading, or pull small groups of students to provide focus group instruction for students who need additional support. This is also the time to pull a guided reading group.

Share: Bring students together and allow selected students to share the work they have done in regards to the flip charts and written responses to the question provided.

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Thinking Stems/Anchor Chart:



- What is the most likely reason the author chose to organize the text this way?
- How does the way this text is organized help readers understand the information being presented?
- Explain the text structure of this paragraph.
- What other structure could the author use to organize this information?

Formative Assessment Opportunities:

- Are students able to write a complete, accurate response to the thinking stem? If not, they may need additional support during small group instruction. If many students had difficulty with this, it may need to be addressed as a whole group.
- Are students demonstrating an understanding that texts will have an overall structure, as well as different structures within?
- Performance Task (which will be completed during work time): Students will write in response to, "Describe the overall text structure of "Islands of Freedom" as well as the text structures of Ellis Island and Angel Island."

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Suggested Instructional Texts:

Rigby (R), Classroom Library (CL), Text Exemplar (E), Science (S), Social Studies (SS), Toolkit Texts (TT)

Literary	Informational
<u>Harry Potter and the Sorcerer's Stone</u>	"You Have a Choice" (TT)
<u>I'm in Charge of Celebrations (E)</u>	"Sharks!" (TT)
<i>Music</i>	"Islands of Freedom" (R)

Additional Professional Resources:

- Reading Units of Study, Lucy Calkins
- A Curricular Plan for The Reading Workshop Grade 4, Lucy Calkins
- The Comprehension Experience: Engaging Readers Through Effective Inquiry and Discussion, W. Dorsey Hammond & Denise D. Nessel
- The Comprehension Toolkit, Stephanie Harvey, Anna Goudvis, & Judy Wallis
- <http://www.Achievethecore.org>

Resources for Tier II & Tier III Interventions

- JCPS Response to Interventions website:
<http://www.jefferson.k12.ky.us/Departments/Gheens/RTI/Rtl.html>
- Interventioncentral.org: <http://www.interventioncentral.org/>
- Readworks.org (K-6 reading lessons and passages): <http://www.readworks.org/>
- Literacyleader.com (lessons and resources): <http://www.literacyleader.com/>



Name _____

My thinking about ... _____ (Title)

Text

Thinking



Music

Music takes a million forms we hear both night and day
 Played by many instruments all kinds of different ways
 Ever-changing tempos mark the pace, from slow to fast
 Some forgotten quickly; others seem to last and last

5 There's music on the radio, and in a concert hall
 By orchestra, or chorus, or a band – and that's not all
 Music's all around us; it's in everything we hear
 From babies' tiny whispers to an audience's cheer

10 Crickets' chirping voices are composing in the dark
 Children's voices happy, loud and playful, at the park
 Tones of bells on horses' reins, over clapping feet
 Thunder grumbling in a cloud; pitter-patter sleet

15 Songbirds singing melodies while insects harmonize
 Jet planes play percussion, always zipping through the skies
 Waves are songs unerring, altered only by the tide
 Under the sea, the whales are always calling, ocean-wide

20 Music takes a million forms we hear both night and day
 Played by many instruments all kinds of different ways
 Songs can start, come to an end, or just keep on for years
 Music makes us laugh aloud; sometimes releases tears

Conversation Prompts

Agree/Disagree

- *I agree because...*
- *I thought that too because...*
- *Another example of that is...*
- *I disagree because...*
- *I thought something different because...*
- *Wait, I'm confused. Are you saying...?*

Evidence from the Text

- *What in the text makes you say that?*
- *Can you show me the part in the story where you got that idea?*

Elaborate

- *Can you say more about that?*
- *I would like to add to what ____ said.*
- *I'm thinking from another point of view that...*

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Possible Mini-Lessons for Character Analysis
<ul style="list-style-type: none"> • Pay attention to the actions of a character
<ul style="list-style-type: none"> • Pay attention to the feelings of a character
<ul style="list-style-type: none"> • Make inferences about a character's thoughts, feelings, words and actions
<ul style="list-style-type: none"> • Putting yourself in a character's shoes (make movies in our minds as we become the character)
<ul style="list-style-type: none"> • Use accurate words to describe a character
<ul style="list-style-type: none"> • Recognize when characters begin to change or act differently (revise our image of a character)
<ul style="list-style-type: none"> • Imagine what a character is like
<ul style="list-style-type: none"> • Read with a sense of identification with a character

Ways to Talk About Characters
<ul style="list-style-type: none"> • What kind of person is the character?
<ul style="list-style-type: none"> • Do you like him (or her)? Why or why not?
<ul style="list-style-type: none"> • Why did the character do that?
<ul style="list-style-type: none"> • How come the character is feeling that way?
<ul style="list-style-type: none"> • Do you think he (or she) did the right thing?
<ul style="list-style-type: none"> • What do you think will happen next?

Characters’ Thoughts, Words, Actions and Feelings

Name _____

Character’s Name	Thoughts and details from the text	Words and details from the text	Actions and details from the text	Feelings and details from the text

Text Organization/Structure refers to the way writers organize their ideas for readers. Authors choose certain text structures based on their purpose for writing and use them to convey their thoughts. Recognizing text structures or organizational patterns helps readers understand a writer's ideas. Note: The authors of longer texts and books often utilize multiple text structures within one text.

Organizational Structure	Clues	Key/Signal Words	Questions to focus students thinking
Description The author gives information about a topic, person, or animal, thing, or object.	<ul style="list-style-type: none"> Most common type of informational text structure. 		<ul style="list-style-type: none"> Who/What is being described? Why is the author giving us information about _____? Does the author's description help you create an image? How does the author's description influence how you feel about _____? How would a different structure change the author's purpose?
Chronology The sequence in a story or nonfiction text.	<ul style="list-style-type: none"> Time-line of events steps in a process ("how to") Autobiography/biography 	First, afterward, then, before, finally, next, later, then...	<ul style="list-style-type: none"> Does the text give a picture of the multiple events in someone's life? How does the sequence in the story help you understand the text? Can you retell what happened in the text in order? Why is the sequence important to understand the steps in the procedure? How would a different structure change the author's purpose?
Compare/Contrast (Same/Different) The author stresses or highlights the similarities and differences of two or more people, places, objects, events, things, or ideas.	<ul style="list-style-type: none"> Separate sections connected by an introductory paragraph. Charts or diagrams that show facts about two or more things side by side. (e.g. Venn Diagram) May also have a question and answer text structure. 	Both, same, alike, also, similar, different, however, unlike, although, whereas, different from, instead, but, even though	<ul style="list-style-type: none"> What is being compared? What is being contrasted? Why is the author comparing and/or contrasting _____? What are the advantages of...? What are the disadvantages of...? How would a different structure change the author's purpose?
Question and Answer The author asks a question and then provides the answer.	<ul style="list-style-type: none"> Asks a question Interview 	Who, What, When, Why, How True or False, Yes or No	<ul style="list-style-type: none"> How did the author answer _____? Why did the author use this structure in this passage? How would a different structure change the author's purpose?
Problem and Solution The author describes a problem and tells what is being done to solve it.	<ul style="list-style-type: none"> Not very common as a structure of an entire text, although it is embedded within many texts. Some texts use a question/answer structure to establish the problem and solution. 	The problem is, the solution is, the question is, solved, question, reason for,	<ul style="list-style-type: none"> What was the problem introduced in the text? How is the problem solved? Does the author provide a solution for _____? Why did the author use this structure in this passage? How would a different structure change the author's purpose?
Cause and Effect The event that happens first is the cause. The one that follows is the effect. A single cause may have more than one effect.	<ul style="list-style-type: none"> Not very common as a structure of an entire text, although it is embedded within many texts. 	Because, since, as a result of, therefore, consequently, caused by, effects were	<ul style="list-style-type: none"> What is the cause/effect the author is explaining? What causes _____ to happen? What is the effect of _____? Why did the author use this structure in this passage? How would a different structure change the author's purpose?

CQ Examples of Text Structures

Title	Grade	Structure	Volume	Page
<i>Drummer Boy of Chickamanga</i>	4	Description	V4	D16
<i>Little Cabins Big Impact</i>	5	Description	V4	A10
<i>Wildlife Watching</i>	4	Description	V3	A24
<i>Living and Working in Space</i>	5	Description	V4	A11
<i>The Creative Genius of Mary Colter</i>	5	Chronology	V4	A24
<i>They Call Her Maria</i>	4	Chronology	V4	C11
<i>The Life of a Hero</i>	4	Chronology	V1	B20
<i>Through the Old West</i>	4	Compare and Contrast	V4	B4
<i>Islands of Freedom</i>	4	Compare and Contrast	V1	C4
<i>Life in the Past 100 Years</i>	4	Compare and Contrast	V4	B24
<i>Everybody Eats</i>	4	Compare and Contrast	V3	A10
<i>That Sinking Feeling</i>	4	Cause and Effect	V4	A4
<i>Walking to Freedom</i>	4	Cause and Effect	V3	C11
<i>Who and Oops</i>	4	Problem and Solution	V4	D24
<i>Success for Preteens</i>	5	Problem and Solutions	V4	C25
<i>Dive Right In</i>	5	Question and Answer	V4	B25